

Teacher, OSTP Afterschool Program

Pay Plan: WAE (Wages as Earned)

Compensation: \$34/hour

Hours: Monday through Friday, 3:30-4:30pm

Location: Washington, DC

Our public school students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees.

DCPS serves 45,000 students in the nation's capital through the efforts of approximately 4,000 educators in 123 schools. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

The Afterschool Teacher position is located in a District of Columbia Public Schools (DCPS) school that hosts a centrally coordinated afterschool program by the Office-of-Out-of-School Time Programs. DCPS is a diverse, urban school district serving students in the nation's capital. Situated at the center of national government, our goal is to provide students with a quality education that prepares them to become future leaders, productive citizens, and individuals who are engaged in the life of the community.

As an integral part of this strategy, the teacher in the Afterschool Program is responsible for working day to day with students engaged in afterschool programming. The Afterschool Teacher facilitates academic enrichment lessons during Academic Power Hour that support and enhance students' learning and that are aligned with the school day instruction. Academic Power Hour consists of 30 minutes of homework assistance and 30 minutes of structured instruction. The incumbent is responsible for providing instruction in the subject(s) for which s/he is hired.

The teacher in the Afterschool Program will report directly to the Cluster Coordinator located at each respective school site location. The tour of duty for this position is **Monday-Friday, 3:30-4:30pm**.

Essential Duties and Responsibilities

The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

- Prepares creative, hands-on, interactive lesson plans with short and long-range curriculum goals and objectives.
- Plans an engaging program of study that meets the needs, interests, and abilities for all students, including students with disabilities.
- Uses a variety of instructional materials, resources, and experiences to enrich student learning.
- Uses effective positive interpersonal communication skills.
- Builds relationships and liaises with other teachers, aides, building administrators, and OSTP staff to drive collaboration and program success.
- Monitors student progress and needs as appropriate.
- Prepares students for presentations as appropriate.
- Determines nature of unusual incidents and best DCPS staff to resolve, track and follow up until issue is resolved.
- Stays acutely aware of progress of program activities and emerging issues across the DCPS Afterschool Program and its youth participants and informs the cluster coordinator of developments that impact or change the direction of programmatic priorities.
- Maintains accurate attendance.
- Completes periodic reports as required.
- Supports and carries out the Chancellor's mission to transform DC Public Schools and close the achievement gap.
- May be responsible for administering snack/supper. This may include taking an initial food handler training.
- Performs other related duties as assigned.

Qualifications

- Bachelor's degree in Education specific field (Master's preferred)

- Must be a current teacher in DCPS or another school district.
- 2-4 years work experience in related field
- Demonstrated involvement and commitment to the youth community
- Demonstrated experience at developing positive rapport with youth
- Experience (volunteer/paid) working with youth
- Experience working in an afterschool program
- Good administrative and supervisory skills
- Demonstrated knowledge of workshop activities and curriculum
- Experience teaching academic and/or enrichment content to youth

Additional Desired Characteristics

- Assists the administration in implementing all policies and rules governing student life and conduct.
- Develops reasonable rules for classroom behaviors and procedures.
- Maintains order in the classroom in a fair and just manner.
- Establishes relationships with colleagues, students, parents, and community that reflect recognition of and respect for every individual.
- Encourages youth voice in the development of program activities.
- Provides instruction that reflects multiple perspectives and multicultural education.
- Incorporates technology into curriculum.
- Possesses excellent oral and written communication skills.
- Holds current knowledge of behavior management techniques, educational trends, methods, research and technology, and subject area knowledge.
- Has experience working with linguistically and ethnically diverse student populations.
- Demonstrates commitment to professional growth and eagerness to learn.
- Demonstrates commitment to improving the academic achievement of all students.

Personal Qualities of Top Candidates

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of central office performance and school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.



- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines; successfully manages own projects through strong organization, detailed workplans, and balancing of multiple priorities.
- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner.

READ AND ACKNOWLEDGED:

Employee Signature: _____

Employee Name (Printed): _____

Supervisor Signature: _____

Supervisor Name (Printed): _____

Date: _____

Notice of Non-Discrimination. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Title IX regulation requires schools to implement specific and continuing steps to protect students and others against discrimination on the basis of sex. Students, parents and/or guardians with inquiries regarding Title IX non-discrimination policies related to students and student activities shall contact:

Title IX Coordinator
Office of Youth Engagement
District of Columbia Public Schools
1200 First St, NE, 8th Floor Washington, DC 20002
Washington, DC 20002
(202) 442-5638

or

Assistant Secretary for Civil Rights
U.S. Department of Education



Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Telephone: 1-800-421-3481
FAX: 202-245-6840; TDD: 877-521-2172
Email: OCR@ed.gov

Inquiries regarding the non-discrimination policies of DCPS will be handled as follows:

Employees with inquiries regarding non-discrimination policies related to employment and employees or who wish to file a discrimination complaint should contact:

Equal Employment Opportunity Specialist
Office of Labor Management & Employee Relations
District of Columbia Public Schools
1200 First St, NE, 10th Floor Washington, DC 20002
(202) 442-5424

Students, parents and/or guardians with inquiries regarding non-discrimination policies related to students and student activities, including Section 504, should contact:

504 Specialist, Office of Special Education
District of Columbia Public Schools
1200 First St, NE, 10th Floor Washington, DC 20002
504@dc.gov
202-442-4800